

The Classical Outlook

CONTINUING LATIN NOTES

VOLUME XVII

MAY, 1940

NUMBER 8

SEMANTICS IN THE CLASSROOM

By JOHN F. GUMMERE

William Penn Charter School, Philadelphia, Pa.

THE MATTER of semantics and semantic study is receiving more and more attention these days, and rightly so. It is evident that foreign-language study provides the ideal medium for work in semantics, and Latin, for many reasons, is the most useful of all foreign languages in giving English-speaking persons the right kind of training in the science of meanings.

The development of the meaning of a single word is well shown by the history of *meticulous*, which goes back to Latin *metus*. To use an English parallel, one who is meticulous is "fearfully careful."

There are many words of common occurrence in high-school Latin which provide ideal material for semantic study. For example, the past participle of *alere*, "feed," is *altus*. A well-fed person is likely to be big, and one of the characteristics of bigness is height; hence *altus* comes to mean "tall, high," and is applied to objects, as well as to persons. If you are on the ground and look at a high wall, the distance from ground to top is great, and the wall is *altus*. Likewise, if you are on the top of the same wall, and observe the same distance, though looking the other way, the same adjective may be used; hence the meaning of "deep" for *altus*. It would seem at first glance that it would be hard to show how the word for "well-fed" can also mean "deep," but an easy semantic study shows it clearly. Readers of Hyman Kaplan's adventures in *The New Yorker* will perhaps remember the word which he gave as the opposite of "rich;" it was "skinny."

Much of the trouble with the meaning of compounds of *mitto* can be avoided by a semantic study. The root meaning is something like "let go." If one lets a thing go and has definite ideas about where it is to go, he may be said to be "sending" it; and if it is a weapon, he is "throwing" it. So those common meanings of *mitto* are developments of the original meaning. The original helps greatly in the understanding of compounds; *proelium committere* is simply "to let the battle go." Compare the common English expression "let 'er go." Of *assistere* the ordinary meaning is "to be present," i.e., "to stand near." But just as our English expression "stand by" (which merely meant "stand close") now means "be ready to help," so *assist* came to mean "help."

Most books list *opus*, *operis*, "work," as a separate word from *opus*, "need," yet they are shown to be the same by a semantic study. A pipe bursts in the cellar; the householder looks at it and says, "There's work here for a plumber;" in other words, there is *need* of a plumber. Pupils have trouble remembering the "two" meanings of *tueor*; but semantic study will remove the difficulty. If *tueor* originally means "look at," then there is no trouble in understanding the development of that meaning. For if you "watch" something, you may be guarding or protecting it. Besides, English has the same kind of development in "keep an eye on." The reverse of this process is seen in the word *observe*, which contains Latin *servare*, "guard," and now means "look at," except in expressions such as "observe the law," where it retains its old meaning.

English slang often shows a semantic development that is parallel to something in Latin, and of course slang has a great influence on the development of language anyway; compare Latin *testa*, "piece of pottery," which was slang for *caput*, and gives us the Romance derivatives *tête* (French) and *testa* (Italian).

In Vergil, *lumina* means "eyes" more often than it does "lights." English slang gives an exact parallel to this development of meaning, for it permits us to speak of a person's *lamps*, meaning his eyes.

A development in two directions is seen in the history of Latin *focus*. The important thing about the hearth is the fire that burns there; hence French *feu*, Spanish *fuego*, Italian *fuoco*, which are all derived from this word for "hearth," mean "fire." The modern use of *focus* as a technical term in physics or optics goes back to the seventeenth century and may have been adopted, as some dictionaries state, because the fire-place in ancient times was a center for family and group life. Another plausible explanation is the fact that the point at which light and heat rays converge from a "burning-lens" or "burning-mirror" is literally the "fire-place." By extension *focus* is used in geometry to refer to the point at which lines converge. Also, we "focus" a camera or "focus" attention.

Semantic study leads to an understanding of the use of one of the English derivatives of *pejor*; for some words that denoted an object or a person, whether good or bad, have had their meaning restricted to the bad only. Thus, German *Knabe* means "puer," but the English *knave* means "malus puer." In the same way, Latin *villanus*, "farm laborer," becomes English *villain*. Such a development of meaning is termed "pejorative."

Examples such as these may be found every day in the Latin class. We should do well to take the lead in teaching semantic study. Latin is the best medium for it, and the teachers of Latin ought to be the most vigorous workers in the field.

THE MILWAUKEE MEETING

THE AMERICAN Classical League will hold its twenty-second annual meeting in Milwaukee, Wis., on July 1, 2, and 3, 1940, in connection with the meeting of the N.E.A. The topic for the first session, a joint meeting with the Department of Secondary Education, will be "American Youth in Today's Democracy." This will be on Monday afternoon. The second session, on Tuesday afternoon, July 2, will be devoted to papers and addresses. On the evening of July 2 will be held the annual dinner. The third afternoon session, on July 3, will be concerned with the teaching of the classics today.

Among the speakers who have agreed to appear on the program are: Walter R. Agard, University of Wisconsin; Dorothy Park Latta, Director of the American Classical League Service Bureau; Helen E. Loth, Wisconsin State Teachers College, Superior, Wis.; Gordon Mackenzie, Director of Practice Teaching, University of Wisconsin; Lena B. Tomson, Milwaukee Downer College; A. H. Weston, Lawrence College, Appleton, Wis.; Dorrance S. White, University of Iowa; M. B. Ogle, University of Minnesota. Miss Amy Hinrichs, President of the N.E.A., will also speak. Ortha L. Wilner, of the State Teachers College, Milwaukee, Wis., is chairman of the local committee. — Calla A. Guyles, University of Wisconsin, Chairman of the Program Committee.

ENDYMION

By KATHARINE HARRIET HERBER
Feura Bush, New York

I have seen Endymion asleep.
There was no waking him. They who drink deep
Of Cynthia's mad liquor have no need
Of knowing how to wake to love—or weep.

THE VERSE-WRITING CONTEST—RESULTS

THE EDITORIAL Board announces with pleasure that four poems have been adjudged winners in the college division of the verse-writing contest, and six in the high school division. In addition, one other entry, "The Confederate," by Leonard Casper, has been accorded honorable mention. The eleven poems follow. The order is not significant.

COLLEGE DIVISION

AD QUINTUM HORATIUM FLACCUM

By W. F. TROY

St. Isaac Jogues College, Wernersville, Pa. (Rev. John P. Carroll, S. J., Latin Teacher)

Suavitas mentes recreavit aegras
Carminum: Graiae modicus Camenae
Spiritus cantus cecinit canoros:
Munera, Flacce,

Exigas, quaeas. Nitidas politi
Flagitas numquam pateras metalli:
Floridi ruris moderata laudas
Gaudia, vates.

Buccina rauca resonantis aeris
Te triumphantem minime colemus:
Sint tuae laudis monumenta semper
Corda nepotum!

PHAETHON

By GRACE GASSEN

Hunter College (Prof. Lillian B. Lawler, Classics Teacher)

Apollo: "Oh, Zeus, my father, give him back to me!
No boy could ever hold those fiery steeds.
Had I not promised, this might never be.
I will atone for all his foolish deeds."

Zeus: "Apollo, do not think I love him less;
But still I cannot save him from his fate.
Thy fault it is he causes such distress;
I punish him from need, and not in hate.
You speak, Apollo, for one son alone;
Yet all my children feel the heat and die,
And Gaia turns into a withered crone,
The while he drives the Sun across the sky.
The thunderbolt is swift; the boy must go.—
Apollo, I have loosed it; it is done.
He felt no pain. See how he sleeps below.
What say you now?"

Apollo: "Oh, Zeus, he was my son."

THE DREAMER

By ADELAIDE GOOTEE

The Saint Mary College, Leavenworth, Kansas (Sister Margaret Clare, Latin Teacher)

Endymion is smiling as he lies a-dream,
Lulled by the patter of a woodland stream,
Soothed by the starlight, vigilant yet dim,
Unheeding the lullaby the wind croons to him.
Endymion is smiling. Are his dreams so sweet?
Can he hear the echo of his love's airy feet,
As she hastens through star-fields and night's pale mist
To keep at midnight their plighted love-tryst?—
Diana now is come, so radiant and fair,
With a glory in her eyes, and starshine in her hair,
Knowing in her heart that her love is ever true,
Slumb'ring through the ages in eternal rendezvous.

AURORA'S ARRIVAL

By VIRGINIA WHEELER

College of Saint Rose, Albany, N. Y. (Sister Anna Roberta, Latin Teacher)

Softly, silently,
With shy, slow steps
Gaining in momentum 'til courageously she runs
Bursting forth in splendor's silent anodyne of sorrow,
Aurora arrives.
Lingering on lucid lakes,
Warming lands and tide-drenched sands.
Breathing intermittently through misty clouds of haze,
Shadow gatherer, oh so
Silently, softly comes
Dawn.

HIGH SCHOOL DIVISION

NIGHT IN A GREEK FOREST

By DEIRDRE BAIRD

Peabody High School, Pittsburgh, Pa. (Norman E. Henry, Latin Teacher)

Night, a vast bulk of darkness, fills the sky
And sags along the hilltops. Ghostly mist
With groping fingers fumbles in the glades:
An unseen spectral choir, murmuring low,
Sends through the listening wood a wordless song.
Out of the waste to eastward a wan glow
Kindles in sudden radiance: the moon.
A sphere of brightening silver, climbs on high
Above the distant rampart of the hills.
She sails across the sky, filling the copse
With an unearthly brilliance, and transforms
The dull oak's leaden leaves to burnished plaques.
Patterns of moonlight sift between the trees
From towering forest vault to mossy floor.
Small, timid wood-folk, creeping from the mold,
Move furtively, on nameless errands bent;
A hunting owl, drifting on noiseless wings,
Greys palely in the moonlight and is lost,
Wraith-like amid the gloom. A treefrog pipes
His tinniest music, and a nightbird sings
His solitary lyrics to the moon.
Down leafy aisles fair nymphs a-dancing go:
Beside a pool, a wakeful naiad sits,
Her laughing image mirrored in its depths.
And, with his goat-legs crossed, upon a rock
Nods weary Pan, asleep above his pipes.

EURYDICE AND ORPHEUS

By ELIZABETH ANNE McFARLAND

Landon High School, Jacksonville, Fla. (Miss May Franklin, Latin Teacher)

She: "O dearest love, I followed thee;
My heart was like a bird,
My soul trilled like a lark set free,
And trembled at thy word.
With all the world behind us black,
Why, Orpheus, didst thou then turn back?"

He: "Eurydice, thine is the blame:
I could not wait to see.
And now I sing naught but thy name—
O my Eurydice!"

She: "The blame is neither thine nor mine.
But of the gods above.
They made me, in thine eyes, divine,
And burdened thee with love.
Sweet lover, strike a louder lyre,
And sing the whirling world on fire!"

He: "Eurydice, no other lyre,
No other tune but thee!
It is my heart that sings with fire—
With fire, Eurydice!"

THE CLASSICAL OUTLOOK

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Entered as second class matter Oct. 7, 1936, at the post office at New York, N. Y., under the act of March 3, 1879.

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New York, N. Y.

SUBSCRIPTION \$1 PER YEAR. Annual fee of \$1 for membership in the American Classical League includes subscription to THE CLASSICAL OUTLOOK.
Published monthly October to May incl. by the American Classical League, New York University, Washington Square East, New York

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CAESAR MORIENS

By ROBERT PORTUNE

Hughes High School, Cincinnati, Ohio (Miss M. Julia Bentley, Latin Teacher)

O noble heart of mine, thou shalt not fail.
What matter twenty gaping wounds to thee?
Twice twenty piercings slay no Caesar. See!
I raise a bleeding arm—those dogs grow pale—
That arm it was that slew a thousand men;
That arm laid Pompey low; that arm—how weak
The lips that tremble as I try to speak!
I fear that Caesar rises not again.

Good Jove, is this the meed that Caesar earned?
Must he, who prayed a soldier's death, now go
To Pluto with his sword undrawn? Ah, true!—
How low the mighty fall! My star has burned.
Thou, Brutus, thou, with thine accursed blow,
Hast done what all the Gauls once failed to do.

ODE TO AENEAS

By RITA ANN MULHERN

Alvernia High School, Chicago, Ill. (Sister Mary Deicola, Latin Teacher)

A target for the lances of the wind
And piercing rain, so scornful of your might,
Silent amid the shrieks of lesser men,
You stand alone, bewildered by your fate.
Mixed with the torrent streaming down your face
Are tears, because you know not what they do—
Those gods, so swift to anger and repent.
The lightning rips asunder frowning clouds,
And, lashing at your unprotected head,
Withdraws, to leave the hair so lately dark,
Dark as the skies, streaked through with sudden white.
You lift your arms and voice in vast protest,
But gods, you find, are not so swift to hear;
The wind, a snarling demon, tastes the words
And, in a gust of rain, he spits them back.

ORPHEUS

By PAULA LEVY

E. C. Glass High School, Lynchburg, Va. (L. T. Davis, Latin Teacher)

His grieving fingers softly stroking magic strings,
Forlorn sits Orpheus in his solitude, and sings,
And through the hills the melancholy cadence rings
In songs of his Eurydice.

Muted the lilting melodies he once had sung
Before the joy and gladness from his soul were wrung;
He now laments the days when he and love were young
And sang to fair Eurydice.

There is no use in prayer; well does the mourner know
That naught save his own weakness wrought it so.
Tears from his heart and from his harp-strings flow,
Tears for his lost Eurydice.

Immortal gods! How can ye to such grief be blind?
Have mercy, and release him from this life. Be kind,
And bring him death, that he may seek and surely find
His love, his own Eurydice.

TO THE FATES

By PHYLLIS SNYDER

High School, Port Jervis, N. Y. (Miss Evelyn M. Harris, Latin Teacher)

O Sisters three, my destiny
Is held in your frail hands;
You know life's sweetest mystery,
Life stops at your commands.

You, Clotho, said I might appear
Upon this joyous earth;
You spun life's thread with care and cheer,
With sadness and with mirth.

You, Lachesis, can twist that thread
In patterns long and fine,
Which symbolize both joy and dread,
And I must call them mine.

And, Atropos, relentless Fate,
You ply the fatal shears;
No earthly plea can make you wait,
No prayers or bitter tears.

O Sisters three, my destiny
Is held in your frail hands;
You know life's sweetest mystery,
Life stops at your commands.

THE CONFEDERATE

By LEONARD CASPER

Senior High School, Fond du Lac, Wis. (Miss Eleanor H. Wilson, Latin Teacher)

When Caesar draws his sword of flame,
And conquers Gaul in Rome's proud name,
Who stands beside him in the heat
Of battles, helps stave off defeat?
The Latin student!

When Cicero with words divine
Gets up to challenge Catiline,
Who stands beside him on the floor,
And helps rub salt on open sore?
The Latin student!

When bold Aeneas sails the seas
And meets romance and mysteries,
Who bravely takes him by the hand
And guides him to the Promised Land?
The Latin student!

And when these struggles all are past,
Who'll make their mem'ries live and last,
Enriching hours with pleasant dreams
Of times he had 'mid classic themes?
The Latin student!

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A CORRECTION

In the March issue, page 61, in a summary of activities of the Committee on the Present Status of Classical Education of the Classical Association of the Middle West and South, Professor Dorrance S. White was wrongly called Vice-Chairman of the sub-committee for Region II. Professor White is Vice-Chairman of the committee as a whole, and the News Letter quoted in the summary is his own activity as such chairman.

SUMMER COURSES FOR LATIN TEACHERS

In THE CLASSICAL OUTLOOK for January, 1940, under the title "Calling All Summer Courses" (page 36), faculty members of colleges and universities were requested to send in notices of courses of interest to Latin teachers which their institutions were planning for the summer of 1940. Notices of the following courses have been received.

California, University of (Los Angeles).—Beginning Latin. Latin Reading. Teaching of Latin (Merigold).

Chicago, University of.—Teaching of Latin in Secondary Schools (Ullman); Petronius (Ullman); Writing of Latin (Bruère); Cicero, Verrine Orations (Bruère); Vergil, *Georgics* (Bruère); Homer, *Iliad* (Einarson); Plato, *Phaedo* (Einarson); History of the Ancient Near East (Dubberstein); The Roman Empire (Dubberstein).

Columbia University.—Teaching of Latin in Secondary Schools (Carr); Demonstration Class in Beginning Latin (Carr and Bell); Demonstration Class in Second-Year Latin (Carr and Bell); Development of Language (Carr and others); Rapid Reading of Latin Prose (Claffin); Roman Literature of the Early Empire (Cowles); Roman World of Caesar, Cicero, and Vergil (Cowles); Latin Composition (Householder); Elementary Greek (Householder); Vergil (Poteat); Roman Philosophy (Poteat); Advanced Latin Composition (Richards); Plato (Richards); Roman Comedy (Rowell); The City of Rome under the Empire (Rowell).

Fordham University, New York City.—Tragedies of Seneca (Savage); Christian Latin Verse from Constantine to Gregory the Great (Peebles); Latin Literature of the Republican Period (Savage); Plato, *Gorgias* (Peebles).

George Washington University, Washington, D. C.—Methods of Teaching High-School Latin (Dean).

Indiana University.—Cicero *De Amicitia* (Berry); Mediaeval Latin Literature (Berry); The Roman Forum (Berry); Lucretius, *De Rerum Natura* (Stout); Thesis (Stout).

Iowa, University of.—Subfreshman classes for college students in Elementary Latin. Caesar, Cicero, and Ovid; Cicero, *De Amicitia*; Elementary Latin Composition; Roman Private Life; Classical Elements in Modern Speech; Cicero, *Tusculan Disputations*; Advanced Vergil; Juvenal, *Satires*; Advanced Latin Composition; Teachers' Course; Major Readings in Latin; Private Assignments in Latin; Lyric Poetry; Survey of Roman Literature; Problems in Latin Scholarship; Elementary Attic Greek; Greek Life; Lucian; Major Readings in Greek; Private Assignments in Greek; Advanced Lucian; Problems in Greek Scholarship.

Michigan, University of.—Pompeian Archaeology; Laboratory Course in Roman Antiquities; Elementary Greek; Euripides; Mythology; Latin Literature in English; Mediaeval Latin; Teachers' Course in Cicero; Vergil, *Bucolics* and *Georgics*; Suetonius; Advanced Latin Writing; Introduction to Palaeography; Seminar in Catullus; Special Problems in the Teaching of Latin; History of the Ancient Near East; History of Rome to the Fall of the Republic; Linguistic Institute, with courses by Professors Sturtevant, Bloch, Voegelin, and others.

Michigan, Western State Teachers College of (Kalamazoo).—Selections from Seneca, Tacitus, Suetonius, and others; Latin Literature in English (Kraft).

Minnesota, University of.—Latin Institute (Ogle and others).

Nebraska, University of.—Latin Institute (Hutchinson and others).

New York University.—The Teaching of Cicero; Development of Language and Languages; Ancient Civilization—The Period of the Roman Empire (Tanner).

North Carolina, University of.—Caesar; Roman Epistolary Literature; Seminar in Prose of the Empire (Mierow).

Ohio University (Athens).—Teaching of Latin (White);

Cicero, *Letters*, and Catullus (Jolliffe); Mediaeval Latin Selections (Jolliffe); Suetonius (White); Roman History in the Classical Period (Jolliffe); Roman Religion and Mythology (White); Advanced Latin Syntax (White); Special Work in Latin (Staff); Thesis (Jolliffe).

Oklahoma, Central State College (Edmond).—Roman Coins; Mythology; Forms and Syntax, two courses; Roman Private Life (Newby); Greek History.

Peabody College for Teachers (Nashville, Tenn.).—Greek Literature in Translation (Smith); Pliny and Martial (Smith); Teaching of the First Two Years of Latin (Smith); Latin Literature in Translation (Ladd); Thesis (Staff); Quintilian (Little); The Latin Language—The Early Period (Little); Roman Britain (Little).

Pennsylvania State College.—College Latin Reading (Dengler); Seminar in Martial (Krauss).

Pittsburgh, University of.—Caesar (Stinchcomb); Roman Archaeology (Johnson); Mythology (Stinchcomb); History of Classical Scholarship (Stinchcomb); Historical Literature (Miller); Composition (Johnson); Teaching of Latin (Stinchcomb); Survey of Latin Literature (Johnson); Introduction to Linguistics (Gummere); Latin Institute (Stinchcomb and others).

Saint Louis University (St. Louis, Mo.).—Introduction to Liturgical Latin (Kuhnmuensch); Teachers' Course in Vergil (Korfmaier); Special Reading and Study for Advanced Students (Staff); Lucretius and Epicureanism at Rome (Korfmaier); Latin Palaeography (Finch); Special Graduate Reading Course (Staff); Research (Staff); Special Reading Course in Greek (Staff); Special Graduate Reading Course in Greek (Staff); Linguistics for High School Teachers (Finch); Special Graduate Course in Linguistics (Finch); Critical Periods in Ancient History (Finch); Weekly Conferences on the Teaching of Latin (Staff); Latin Institute (Korfmaier and others).

Southern California, University of (Los Angeles).—Roman Private Life (Tilroe); Seminar in Ovid, *Fasti* (Tilroe); Research (Tilroe); Thesis (Tilroe); Art Appreciation (Bateson); History and Appreciation of Architecture (Baldwin); Some Great Philosophers (Searles).

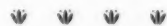
Texas, University of.—Easy Latin Reading (Shepard and Penick); Vergil and Ovid (Shepard); Advanced Latin Composition (Leon); The Oratory of Cicero (Leon); Livy V, VI, VII (Penick); Thesis (Penick and Leon); Cicero and Terence (Moore); Cicero, *De Officiis* (Penick); Latin Institute (White and others).

Vermont, University of.—Methods of Teaching Secondary School Latin (Kidder); Prose Composition (Kidder); Cicero (Pooley); History of Greece (Pooley).

Washington University (St. Louis, Mo.).—Cicero's Later Orations; Vulgar Latin (Shipley).

William and Mary, College of.—Latin Institute (Wagener, Ryan, Rowe, Lord); Elementary Greek; Representative Prose Writers of Greece, or Homer; Representative Prose or Poetry of the Roman Republic and Empire; Greek and Roman Civilization.

Wisconsin, University of.—Catullus and Ovid; Roman Drama; Vergil. Minor Poems; Beginning Greek; Advanced Greek Reading; Mythology; Classical Art and Archaeology (Agard, Hieronimus).



THE VALUE OF THE CLASSICS

A HITHERTO UNPUBLISHED STATEMENT

Oddly enough, I actually enjoyed studying Caesar; and I got some sense of the rhythm of classical tongues, and also of their logic, which I regard as important. I noticed that the boys who were good in Latin were usually good in algebra, and even then I had a sort of intuition of the reason—the logical apparatus is involved in both.—Harold E. Stearns, Author

Have You Tried This?

(This department is designed as a clearing-house of ideas for classroom teachers. Latin teachers are invited to send in any ideas, suggestions, or teaching devices which they have found to be helpful.)

A GREEK CLUB

SEVERAL of our correspondents conduct Greek clubs, in which any students who are interested may learn a little of the Greek language and also become acquainted with some of the glories of Greek civilization. Mr. Miles G. Thompson, of the Princeton, N. J., High School, writes:

"I have twenty in my Greek club this year, and they do seem to enjoy it. I have pictures or slides every three weeks. I have planned the selection of the slides so that each program takes the form of a trip. Our next visit will be to Olympia. Our big spring program will take the form of a tea. I plan to have a girl in classical Greek costume and a boy in an Evzone's suit welcome the guests at the door of the library. Then in the program they will explain their costumes. A girl will show slides of the Parthenon, and talk on that famous building. A boy will give an introduction for the sound-picture, 'Sicilian Spring.' This is a beautiful film which may be obtained from the Italian Tourist Bureau. It shows scenes from Taormina, Agrigento, Mt. Etna, etc., and also Greek dances performed in Syracuse. One of the girls in the club has cut a picture of an Evzone from a piece of linoleum; this she will stamp in blue on white napkins for the tea. We shall serve tea, crackers with Greek cheese, Greek conserve, honey cakes, ripe olives from Greece, three kinds of Greek candy, and Greek nuts." A later note from Mr. Thompson reports that the tea went off as planned, and that about a hundred and ten persons were present. A domestic science teacher helped the girls with the refreshments, and the science teacher ran the moving-picture machine. Over a period of years, the Princeton Greek Club has proved itself an important factor in the promotion of a community interest in the classics.

LATIN CLUB BANQUETS

At this time of year many Latin clubs feature Roman banquets. Miss Edith E. Lidke, of the Ypsilanti, Mich., High School, reports a Roman banquet to which modern language and ancient history students were invited. The food was served in Roman style. The program was in scroll form; the favors were purple and gold cardboard chariots, filled with nuts. The feature of the program was a travel talk on Italy, given by a local priest, and illustrated with motion pictures which he himself had taken. Songs in Latin, English, and Italian, and instrumental music, filled in the intervals between courses. In a skit, "Three Window Models," figures of a Roman bride, an American bride, and a French bride came to life at night, and described their costumes.

"A LINE A DAY"

Miss Mabel J. Mather, of the Sault Ste. Marie, Mich., High School, writes:

"My pupils recently kept a 'Line-a-Day' Latin diary for three weeks, each one's daily entry consisting of a brief description of the most interesting fact or reference connected with Latin that he had observed or heard during the day. The results were most gratifying, as the pupils entered into the project enthusiastically, and became more conscious than before of the many Latin elements in their environment."

PROJECTS ON THE ARGONAUTS

Sister Mary Agnes, of the John W. Hallahan Catholic Girls' High School, Philadelphia, Pa., writes:

"At the end of the unit on the stories of the Argonauts, we suggested to our pupils that they devise some original way of summarizing the material covered. A number of the resultant

booklets were decidedly original. One was in the form of a diary; another was done on wood in pyrography; one was a good imitation of an old Latin manuscript." Sister Mary Agnes enclosed one of the booklets, with pages and covers alike cut in the shape of a shoe, and bearing the title, "One Shoe Off."

"WHAT IF—"

Miss Alpha Braunwarth, of the Ball State Teachers College, Muncie, Ind., suggests for class or club a discussion of the topic, "What if Aeneas had married Dido?"

COMBINED CLASSES

Miss Elizabeth C. Smith, of the Frankfort, Ky., High School, suggests combining several small Latin classes into one, and letting the teacher divide the period among them. She has pupils reading Caesar, Cicero, and Vergil in one class. "This plan," she says, "will keep Latin in your school, and will prevent schedule conflicts."

"FERDINAND"

Miss Lucile E. Eames, of Cushing Academy, Ashburnham, Mass., writes:

"Perhaps other Latin teachers might find use for my version of 'Ferdinand.' Six boys sang it at one of our meetings, using appropriate gestures, such as a hand-shake on the 'Vaccae' line and a deep bow on the 'Polite' line." This is the Latin version:

Ferdinandum, Ferdinandum,
Taurum cui lepidus "ego,"
Ferdinandum, Ferdinandum
Vaccae appellant amicum.
Ferdinandus, Ferdinandus
Polite salutabat eas.
Nunc is scit saltare
Et tripudiare.
Pugnare autem numquam.



IN LIGHTER VEIN

Urbis vias ambulans,
Visitans Aquilam,
Dissipans pecuniam—
"Pop" ibit "weasel!"
—Charles C. Mierow.

BOOK NOTES

NOTE: Books reviewed here are not sold by the American Classical League. Persons interested in them should communicate directly with the publishers. Only books already published, and only books which have been sent in specifically for review, are mentioned in this department.

An Index to English: A Handbook of Current Usage and Style.
By P. G. Perrin. Chicago: Scott, Foresman & Co., 1939.
Pp. xv+680. \$1.50.

This book is designed as an aid to writers of English at whatever level, and as a handy reference book for teachers in the correction of written English submitted by their students. The body of the book consists of entries of various types, alphabetically arranged, on each of which there is a brief discussion of usage. An example is the word "like," with a discussion of its various uses, and particularly the recent increase of its use as a conjunction in such a sentence as: "You can play 'Information, Please' in your home just like the experts do." The author's attitude toward "correct usage" in English is illustrated by his final comment under this item: "This construction is worth careful observation to see if *like* gains sufficient respectability so that it can be safely used in writing. Meanwhile, be on your guard." Teachers of

Latin will probably be especially interested in the entries under "Foreign Words in English," "Good English," "Grammar," "Idiom and Idioms," "Latin and English," and "Origin of Words."—W.L.C.

General Language. English and Its Foreign Relations. By Lilly Lindquist. New York: Henry Holt & Co. 1940. Pp. xii+398. \$1.40.

This book on general language is divided into two parts. Part I deals with the principles of language in general and with the development of the English language in particular. Part II contains a sampling of Latin, French, Spanish, Italian, German, Polish, and Greek. There are frequent lists of topics for discussion and suggestions for activities which would be of interest to the junior high school pupil. The illustrations are numerous and interesting, the type page clear and attractive.—D.P.L.

Word Ways. By Jerome C. Hixson and I. Colodny. New York: American Book Co., 1939. Pp. vi+338 \$1.60.

This is a book for college students and for general readers who wish to know something about words, either for cultural enjoyment or for the sake of improving their vocabulary. The book is in the main thoughtful and well-written, although it contains a few of the common errors, and although the treatment of Latin and Greek suffixes in particular is bad. Part I deals with the history of the English language, Part II with the development of words, and Part III with word-building. There is a glossary of common philological terms, and a bibliography. The best features of the book are the interesting "word stories," and the exercises in which the student puts to use the facts and principles which he has learned. The high-school teacher of Latin and of English would find the book a useful addition to his own reference-shelf; he will, of course, check and revise the material before he uses it in his class.—L.B.L.

The Senior Follies. By Beulah Bailey Woolard. Privately printed, 1936. Address Mrs. J. M. Woolard, Charlotte, N. C. Paper-bound; pp. 30

A play which can be used for class-day exercises in a high school. Act II, dealing with "History," uses classical characters, classical allusions, dances based on mythological subjects, and references to etymology. Production royalty, ten dollars for each performance.—L.B.L.

Let Youth Speak. By Beulah Bailey Woolard. Privately printed, 1940. Address Mrs. J. M. Woolard, Charlotte, N. C. Paper-bound; pp. 28.

A play for class-day exercises and other occasions. Can be easily adapted for use in particular high schools. Deals chiefly with modern world conditions, but contains occasional classical touches, and the costumes for symbolical characters are classical in design. Production royalty, \$7.50 for each performance.—L.B.L.

The Frequency of Latin Words and Their Endings. By Paul Bernard Diederich. Chicago: The University of Chicago Press. 1939. Pp. v+121.

This dissertation has a dual purpose: "to discover what words and which inflectional endings occur most frequently in Latin literature." The author points out that the present College Board vocabulary list was based on a word count of a selection from six Latin authors of the Golden Age. Since the emphasis of the study of Latin has shifted more to the acquiring of reading ability in the language, the range of Latin authors in recent secondary textbooks has widened. This word count and its resulting recommended basic vocabulary list is taken from selections from over two hundred Latin authors. As a consequence, this basic word list is useful for further reading in college and for leisure-time pursuit in the reading of Latin authors by adults. The author has also presented an interesting case for the reading of mediaeval Latin in the first and second years of high school work. The section of the study devoted to inflectional endings is particularly thought provoking. Also, the chapter given to expound the writer's method of teaching will interest many a

classroom teacher. No group involved in a curriculum study for Latin, or textbook writer, or forward looking teacher, can afford to miss this stimulating work in the basic words and inflections useful for a wide reading in Latin authors.—D.P.L.

Cicero's Oratorical Education. By Francis A. Sullivan, S. J. New York: Fordham University Press. 1940. Pp. vi+29. Paper-bound.

This well-printed little manual, published in the same series with Father Donnelly's *Cicero's Manilian Law*, is planned for the use of college students studying Cicero's orations. It consists of passages from Cicero's *Brutus* (303-324) which shed light upon the orator's early life; an introduction to the passages; notes upon them; and "Practical Suggestions," which include reading references as well as suggestions for the teacher. The booklet should succeed well in its avowed purpose—to give students a glimpse of how Cicero, by long and persistent effort, made of himself Rome's foremost orator, and to inspire students "to go and do likewise," if they would become effective speakers.—L.B.L.

Cicero's Manilian Law—A Translation. By Francis P. Donnelly, S. J. New York: Fordham University Press, 1940. Paper-bound; pp. 31. 25c.

A beautifully worked out translation, primarily for the use of college classes in rhetoric. The pamphlet contains also specific directions for class use, a careful tabular analysis of the speech, and an essay on Cicero's oratorical imagination in the speech. Conforms to the high standards of excellence which we have come to expect in the publications of Father Donnelly.—L.B.L.

Marcus Brutus. By Max Radin. New York: Oxford University Press. 1939. Pp. viii+238. \$2.75.

Marcus Brutus is especially interesting to the world today; and Professor Radin has here given us a careful study of the man. The implication of the past for the present, though not stressed by the author, will be apparent to the reader. The author has come to some conclusions which are at variance with those of other writers. A background book for both teacher and pupil.—D.P.L.

Archaic Sculpture in Boeotia. By F. R. Grace. Cambridge, Mass.: Harvard University Press. 1939. Pp. vii+86. Figures 83. \$5.00.

This beautifully printed book, supplied with excellent plates, will interest the serious student of Greek sculpture. Much light is thrown on an important group of archaic sculpture by the author's ideas presented in the Introduction and Conclusion to this study, as well as by his painstaking analysis of all the material available.—D.P.L.

Living Yesterdays—A New Testament Florilegium. By H. R. Minn. With an Introduction by E. M. Blaiklock. Privately printed, 1939; address the author at the University of Otago, Dunedin, New Zealand. Paper-bound; pp. 24. 2 shillings.

The present reviewer would like to see this delightful little pamphlet in the hands of every Sunday School teacher in the land. Classical scholars, too, will enjoy Mr. Minn's brief but well-written discussion of the papyri and their significance for the interpretation of the New Testament. No less fascinating than the text proper is the singing prose of Mr. Blaiklock's introduction. One wonders at the omission of Goodspeed's translation in the bibliography on page 24, and one regrets "Mar's Hill" on page 6; but one reads with enjoyment nevertheless.—L.B.L.



A NEW LEAGUE PUBLICATION

A Guide for Readings in English on Roman Civilization. By Oscar E. Nybakken. Bulletin XXX. Price, 35c. A valuable new guide with an extensive bibliography and references to help students, teachers, and general readers in the study of Roman life.

News And Announcements

THE NATIONAL Commission on Cooperative Curriculum Planning, which met for the first time in February, 1939, has now completed its organization, and includes representatives of national bodies of teachers in the fields of the modern and classical languages, English, the sciences, health and physical education, home economics, business education, music, art, journalism, speech, and mathematics. The first report of the commission is already in preparation. It will deal with those resources for general education which may be found in the respective disciplines represented, and which are related to the task of preparing children and youth for intelligent participation in the life of a democratic society. It will be concerned, not with the development of the respective fields as organized bodies of knowledge or skills, but with the contributions these fields may make to the general education of the learner. The volume will include, in addition to a summary indicating areas of interest common to many fields, concrete suggestions concerning techniques of cooperation among teachers of various subject fields. The commission has adopted, in substance, the statement of aims formulated by the Educational Policies Commission. The representative of the American Classical League on the commission is B. L. Ullman, of the University of Chicago. John J. DeBoer, of the Chicago Teachers College, is chairman of the commission, and Lilly Lindquist, of Wayne University, is secretary.

Much interest has been displayed in the Iowa English Department reports, as presented in THE CLASSICAL OUTLOOK for April, and many Latin teachers may wish to present copies to colleagues in the field of English or to their superintendents and principals. To meet this need, copies of the April issue will be sold for the special rate of 5c, for as long as copies last. Address the American Classical League Service Bureau.

The Academic Standards Committee of the Head Mistresses' Association of the East is most anxious for cooperation from teachers of elementary Latin in experiments which are being made in the teaching of Latin grammar. Their desire is to know what is being done in different parts of the country, and what results are being achieved. The Committee urges each reader of THE CLASSICAL OUTLOOK to communicate with Miss Blanche Pittman, St. Agnes' School, Albany, N. Y., telling what he or she has done to build the grammatical bridge which leads the pupil to a successful attack on translation and subsequent pleasure in reading Latin.

Visitatio Sepulchri, a mediaeval Easter play, was presented in Latin in the Abbey Memorial Chapel of Mt. Holyoke College on March 17, 1940. The text was sung to the twelfth-century music as found in a manuscript of the monastery of St.-Benoit-sur-Loire. Choral music before and after the play was sung by the Sophomore Choir. The performance was notable for its dignity and beauty.

A beautiful and useful map, entitled "Classical Lands of the Mediterranean," may be obtained for 50c from the National Geographic Society, Washington, D.C. The map is 36 by 26 inches, and bears ancient and modern place-names, together with a great deal of mythological and historical information, entered in red type near the place involved.



A BINDER FOR SALE

The American Classical League Service Bureau sells for 50c postpaid an attractive loose-leaf binder for copies of THE CLASSICAL OUTLOOK. It is made of stiff green cloth, and bears the title in silver.

AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

DOROTHY PARK LATTA, Director

THE AMERICAN Classical League Service Bureau has for sale the following new items.

- 578. A Selected Bibliography on the Place of Latin in the Curriculum of the Secondary School. By W. L. Carr. 5c.
- 579. Latin Is Practical. A short play in English. By Mabel J. Mather. 10c.

The American Classical League Service Bureau has for sale the following items previously published. Please order by number.

CURRICULUM STUDY

- 53. A Selected Bibliography on Objectives in the Teaching of Latin. 10c.
- 59. A Selected Bibliography on the Content of the Course in Latin for Secondary Schools. 10c.
- 72. A Selected Bibliography on Methods of Teaching Pupils to Read Latin. 10c.
- 578. As listed above.

The Report of the Classical Investigation: Abridged Edition. The first scientifically conducted investigation of a subject in the schools. Chapters on aims or objectives; content; and methods. This Report has been used widely for revising Latin curricula and in the writing of new textbooks. Useful for organizing your course. Price, 50c.

SUGGESTIONS FOR PRIZES OR GIFTS

At this time of year requests come in for gifts or prizes for pupils. Some of the following, available from the Bureau, may fill this need.

Books

Vergiliana. By G. M. Whicher. 75c. This charming volume contains letters supposed to have been written to Pliny the Younger. These letters, written in informal English verse, are on the topics of the life and works of Vergil.

The Lure and Lore of Archaeology. By R. V. D. Magoffin. 75c. This book gives in small compass something of the romance, history, and methods of archaeology.

Bookplates

A Vergilian bookplate with the head of Vergil and an appropriate Latin quotation, printed in brown and green.

Another design with Athena's owl above a scroll with a Latin quotation on it. In parchment, red, and black. Prices for either, 25 for 60c, 50 for \$1.00, 100 for \$1.75.

Medal

A solid bronze medal with the head of Vergil copied from a manuscript by Tom Jones, the well-known sculptor of the monument of the unknown soldier at Washington, D. C. Price, \$1.25 each.

Game

The Game of Famous Romans, useful for Roman legends and history, may be played by two to ten persons at one time. Contains 144 cards, and an instruction booklet. Price, 75c.

Pictures

An appropriate gift or award could be one of the excellent Alinari photographs listed in the March issue of THE CLASSICAL OUTLOOK. Price, 30c each.

Membership in the Junior Classical League

Some teachers give a membership in this organization to an outstanding student. Price, 30c.

SANCTUS FRANCISCUS ASSISIENSIS

By A. F. GEYSER, S. J.
Campion, Prairie du Chien, Wisconsin

(This is a translation of a portion of "St. Francis of Assisi," a poem by Frances Reubelt. It is published with Miss Reubelt's permission.)

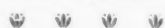
Illa aetate, ut nunc, bona cuncta perire putantur.
Desperant homines maesti, expectare recusant
Fata benigna. Fides misere evanescit ubique;
Nulla exstat regio, careat quae sorte maligna.

Nam Dubium et Maeror calles caligine foedant;
Percutit et Terror tristissima pectora multa;
Assisiensis tunc Franciscus verba salutis
Ore pio fundens, animis Spem reddit apricam.

Multis ante annis Francisci verba potenter
Demonstrant homines, volucresque, ferasque feroces
Debere inter se sociari: mutuum amorem
Summis et minimis numquam non esse colendum.

Sanctus Franciscus, cunctorum hominum optime amatus,
Omnia amat pariter: res magnas, resque minores.
Est frater solis, nitidae est frater quoque lunae,
Atque agni teneri, tunc fraterque luporum.

Vox Sancti, veluti gladius, succurrere gestit
Europae veteris terris maribusque potenter,
Sancta Fides et Spes—quas Christus cordibus adfert—
Integrae ut maneant per saecula postera cuncta.



INDEX TO VOLUME XVII

I. Titles

Activities of the Junior Classical League. The (*Latta*), 20;
Alma Mater (*McLaughlin*), 4; American Classical League—
Reports of Officers, 3; American Classical League Service Bureau,
8, 22, 32, 41, 52, 61, 73, 83; Ancestor of Catiline, An (*Geer*),
66; Ancient Valentine, An, 45; Augustus (*Thomas*), 16; Be-
ginning Latin Early (*Ruge*), 5; Beware the Ides of March! 40;
Binder for Sale, A, 83; Book Jacket, A (*Connell*), 37; Book
Notes, 6, 21, 31, 39, 51, 60, 72, 81, 82; Caligula (*Thomas*),
38; Calling All Summer Courses, 36; Catullus and Horace
(*Brown*), 45; Chorus, A (*Woolsey*), 5; Christmas Cards, 16,
32; Christmas Gifts, 32; Cicero on Citizenship, 66; Classical
Themes at the Golden Gate International Exposition (*Rummel*),
8; Classics in the World of Tomorrow (*Lazarus*), 4; Club
Activities (*Bell*, *Nease*, *Hood*), 49; Combined Classes (*Smith*),
81; Corner on Oil, A, 39; Correction, A, 27, 79; Correlated
Work in Derivatives (*Gibson*), 27; Correlation with Other
Languages (*Braunwarth*), 17; Corrigenda, 67; Credo for Latin
Teachers, A (*Dean*), 5; Democratic Procedures in the Latin
Class (*Lynn*), 67; Device for Word Study, A (*Braunwarth*),
17; Each to His Taste, 57; Easter Hymn (*Robertson*), 53; Ecce
Imperatores (*Thomas*), 6, 16, 29, 38; Educational Research
(*Dean*, *Darbie*), 57; Emperor Hadrian to His Soul, The, 14;
Endymion, (*Herber*), 77; English and the Foreign Languages
(*Flickinger*), 68; Experimenting in the Cicero Class (*Corrigan*),
67; "Ferdinand," (*Eames*), 81; Founders' Day, 67; "Fresh-
ening Up" Activity for Latin Teachers (*Daniel*), 6; General
Language (*Lawler*), 34; "General Language" Activities in the
Latin Class (*Foley*), 37; Greek Club, A (*Thompson*), 81;
Greek Drama in the Ozarks (*Arbuthnot*), 13; Greek or Eco-
nomics? (*Vlachos*), 50; Greek Version of "Silent Night," A,
(*Davis*), 30; Have You Tried This? 5, 6, 17, 27, 37, 49,
57, 67, 81; Hucusque Amalorum Nobilitas (*Mierow*), 49;
Ides of March, The (*Buckley*) 54; Idioms and Vocabulary
(*Newby*), 17; Imaginary Interviews (*Joseph*), 57; Imitations
of Radio Programs (*Nye*, *Davis*), 17; In Lighter Vein
(*Mierow*), 81; Inventions That Return to Plague the Inventor
(*McCartney*), 68; Julius Caesar (*Thomas*), 6; Last Call! 52;
Latin and the English Vocabulary (*Spilman*), 70; Latin as an
Integrator (*Latta*), 71; Latin Calendar, A, 20, 31, 51; Latin

Classroom, A (*Gummere*), 33; Latin Club Activities (*Wilson*),
5; Latin Club Banquets (*Lidke*), 81; Latin Story Book, A
(*Lewis*), 37; League Officers for 1939-40, 5; "Line A Day,"
A (*Mather*), 81; Lines Inspired by Vergil (*Woodall*), 39;
Marcus Tullius Cicero (*Sergeant*), 65; Milwaukee Meeting, The
(*Guyles*), 77; Modern Parallels to Ancient Situations (*Lewis*),
27; More Words (*Thompson*), 17; Nero Legend, The (*Geer*),
28; New Bookplate, A, 20; New League Publication, A, 82;
News and Announcements, 7, 22, 31, 41, 52, 61, 73, 83;
Not Told in the Footnotes to Caesar (*Chastney*), 55; One
Gentleman of Verona (*Gummere*), 47; Optimistic Note to
Irritated Latin Teachers, An (*Howard*), 15; Peacock Angel,
The (*Lovell*), 59; Projects on the Argonauts (*Sr. Mary Agnes*),
81; Prometheus (*Scott*), 16; Reform or Revolution (*Geer*),
53; Request, A, 9; Romans and the Japanese, The (*Jorgensen*),
19; Sanctus Franciscus Assisiensis (*Geyser*), 84; San Francisco
Meeting, The (*Ullman*), 9; Selected Bibliography in General
Language, A (*Carr*), 35; Semantics in the Classroom
(*Gummere*), 77; Some Ancient and Modern Yuletide Customs
(*Johnston*), 25; Some Test Questions for the Teacher (*Dean*),
5; Standard Tests in Latin (*Gwynn*), 46; Statement of Owner-
ship, 32; State-Wide Project, A (*Sr. M. Antoinette*), 40; St.
Louis Meeting, The, 52; Stop! Look! Listen! 3; "Streamlining"
Latin Composition (*Meador*), 58; Summer Courses for Latin
Teachers, 80; Summer in Rome, A (*Kennedy*), 1; Support for
the American Classical League, 21; Teaching Democracy in the
Latin Class (*Zapun and McDaniel*), 65; Teaching Latin Compo-
sition (*Derry*), 59; Those Famous Romans, 40; Tiberius
(*Thomas*), 29; Tinkering with the Curriculum (*Hawes*), 13;
Valentine Cards, 52; Value of the Classics, The, 67, 80;
Ventriloquism in Antiquity (*McCartney*), 30, 37; Verbum
Patris (*Hardy*), 28, 29; Verse-Writing Contest, The, 9, 40, 78,
79; "What If—" (*Braunwarth*), 81; "What's My Name?"
(*Stearns*), 37; What We Can Do (*Dean*), 47; Who Should
Study Greek? (*Van Hook*), 33; "Wizard of Oz," The
(*Reeping*), 37.

II. Contributors

Agnes, Sister Mary, 81; Antoinette, Sister M., 40; Arbuthnot,
Mabel F., 13; Bell, Clarice J., 49; Berry, Lillian G., 16, 27,
67; Braunwarth, Alpha, 17, 81; Brown, John F., 45; Buckley,
Mary G., 54; Carr, W. L. (W.L.C.), 21, 35, 60, 72, 73,
81, 82; Chastney, Robert H., 55; Connell, Margaret, 37;
Corrigan, Lillian, 67; Daniel, Mrs. J. D., 6; Darbie, J. H. M.,
57; Davis, Marjorie, 17, 30; Dean, Mildred, 5, 47, 57;
Derry, Cecil T., 59; Dorsey, Susan M., 67; Eames, Lucile
E., 81; Flickinger, Roy C., 68; Foley, Ruth E., 37; Geer,
Russel M., 28, 53, 66; Geyser, A. F., S. J., 84; Gibson, Mrs.
C. K., 27; Gummere, John F., 33, 47, 72, 77; Guyles, Calla
A., 77; Gwynn, J. Minor, 46; Hardy, Edward R., Jr., 28, 29;
Hawes, Edward P., 13; Herber, Katharine H., 77; Hertzler,
Arthur E., 48; Hood, Forest L., 49; Howard, Martha W.,
15; Johnston, Leslie D., 25; Jorgensen, Lona B., 19; Joseph,
Sister Francis, 57; Kennedy, Mary V., 1; Latta, Dorothy P.
(D.P.L.), 4, 6, 20, 39, 71, 82; Lawler, Lillian B. (L.B.L.),
4, 6, 9, 21, 31, 34, 51, 73, 82; Lazarus, Eleanor W., 4;
Lewis, Jennie, 27; Lewis, Virginia, 37; Lidke, Edith E., 81;
Lovell, Florence B., 59; Lynn, Mrs. W. L., 67; Mather, Mabel
J., 81; McCartney, Eugene S., 30, 37, 68; McDaniel, Laura
F., 65; McLaughlin, Maurice E., 4; Meador, Robert W., 58;
Mierow, Charles C., 49, 81; Nease, G. Stewart, 49; Newby,
Jessie D., 17; Nye, Irene, 17; Reeping, Adeline E., 37;
Robertson, J. C., 53; Ruge, Ferdinand, 5; Rummel, Jane A.,
8; Scott, Mariana A. G., 16; Sergeant, Mary E., 65; Smith,
Elizabeth D., 81; Spilman, Mignonette, 70; Stearns, Mrs. E. V.,
37; Stearns, Harold E., 80; Tanner, Rollin H., 3; Thomas,
Howard, 6, 16, 29, 38; Thompson, Graves H., 17; Thompson,
Miles G., 81; Ullman, B. L., 3, 9; Van Hook, LaRue, 33;
Vlachos, N. P., 50; Wilson, Helene, 5; Woodall, Allen E.,
39; Woolsey, Mrs. F., 5; Zapun, Clara S., 65.

